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American Public University System

The Ultimate Advantage is an Educated Mind

Department of English

LITR 403

The Life and Art of Ernest Hemingway Three Credit Hours

8 Week Course

Prerequisites:

ENGL101

Table of Contents

	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography

[Table of Contents](#)

Course Description

Ernest Hemingway is the arguably most well known writer of the twentieth century and has had a powerful influence on World Literature. In this course, we will examine the genesis of this influential writer and study his works, which we have selected for the sort of quality and precision that would define Hemingway's art of writing and earn the respect and recognition of the Nobel Committee for his "powerful, style-making mastery of the art of modern narration."

[Table of Contents](#)

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Course Scope

- Through direct contact with his best works, examination of his life, and direct advice for writers from the author, we aspire to comprehend and appreciate the art of writing by Ernest Hemingway.
- We will a study of the genesis of this artist as a reporter and young writer in Paris, the life of Ernest Hemingway, and examine his apprenticeship as a writer in order to define the influences on his art and the principles of his technique. We will examine the stories that exemplified his artistic principles and his achievements in the innovation of the art of writing.

[Table of Contents](#)

Course Objectives

- CO-1: Examine the author's life, events and influences that defined the man and his art.
- CO-2: Deconstruct Hemingway's literary techniques in his best short stories and his Pulitzer-prize winning novel *The Old Man and the Sea*.
- CO-3: Interpret the themes intrinsic to Hemingway's works.
- CO-4: Assess Hemingway's works within the context of world literature (Modernism, Naturalist, Realism, etc.).

[Table of Contents](#)

Course Delivery Method

This English course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online.

In this course, the student will progress in their reading from *A Moveable Feast*, to a biography by Michael Reynolds, to *On Writing*, to Hemingway's best short stories, and finally to *The Old Man and the Sea*.

The class will respond to the material and discuss its relevant features on the Forum. We will deepen our understanding through two critical analysis essays where students closely examine the readings and develop their critical thinking skills by citing our course readings and advancing their own interpretations and arguments. Finally, students will surpass the limits of the course readings and develop their skills as researchers through one research paper where they will examine one aspect of Hemingway's art of writing in greater detail, and find their point of view in the context of the diverse viewpoints offered by literary critics and biographers.

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Class members will also demonstrate their comprehension of the course learning points and readings, and their acquisition of critical thinking skills through a multiple choice/short essay exam.

The instructor will support students throughout the duration of this course in order to grasp the key concepts and present their ideas in proper academic style.

[Table of Contents](#)

Course Materials

Required Core Textbooks:

Hemingway, Ernest. *The Complete Short Stories of Ernest Hemingway: Finca Vigía* Edition. New York: Scribners, 1998.

Hemingway, Ernest. *The Old Man and the Sea*. New York: Scribners, 1952.

Hemingway, Ernest. *A Moveable Feast*. New York: Scribners, 1964.

Hemingway, Ernest. *On Writing*. New York: Scribners, 1999.

Reynolds, Michael. "[Ernest Hemingway: 1899-1962, A Brief Biography](#)." A Historical Guide to Ernest Hemingway. Ed. Wagner-Martin, Linda. New York: Oxford University Press, 2000. 15-52.

Library Course Guide for LITR403

Other Recommended Reading for this Course (to understand the basics on MLA Citation and Format):

Review the overview on

<http://www.dianahacker.com/resdoc/home.html>,

Then click and read the section on Humanities, MLA citation in full.

University of Purdue's Owl Writing Webpage

<http://owl.english.purdue.edu/handouts/research> (on Research and Documentation)

University of Wisconsin's Writing Webpage: <http://www.wisc.edu/writing/Handbook> (on thesis statements), University of North Carolina's Writing Webpage:

<http://www.unc.edu/depts/wcweb/handouts/> (on introductions and conclusions, reorganizing drafts, transitions, and on thesis statements)

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Sample Outline from Hacker: <http://www.dianahacker.com/pdfs/Hacker-Levi-MLA-Out.pdf>

Sample MLA Cited Paper:
<http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf>

[Table of Contents](#)

Evaluation Procedures

The semester grade will be computed as follows:

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
MLA Quiz	3	3%
Class Participation on the Forum	21	21%
Critical Essay 1	10	10%
Critical Essay 2	14	14%
Research Paper	27	22%
Final Exam	25	30%
TOTAL	100 Points	100%

General Guidance on Grading:

There are several important areas I review when grading academic writing.

First, I examine the *idea*: Was the assignment addressed thoughtfully and creatively? Did the student try to challenge him/herself? Did the paper demonstrate critical reading and clear analysis?

Second, I look for **documentation: Are the ideas expressed in this paper supported by MLA style citations that come from both primary and secondary sources? Does the author not only cite but also analyze the citations in order to demonstrate his or her interpretations/assertions? It is very difficult for me to evaluate your work without your demonstrating to me throughout the course where your conclusions are coming from through careful documentation and analysis of the required readings.

Third, I look for **organization**: Is the paper organized in a logical manner? Are there effective connections between ideas? Are the sources relevant and integrated effectively?

Fourth, I look at the **mechanics** of the paper: Does the paper demonstrate sentence variety and control of grammar and punctuation? Does it follow MLA, APA, Chicago, or some other style format?

A paper earning the letter grade of an **A** will be exceptional in each of the above areas; a strong paper will earn a **B**, and an adequate paper will earn a **C**.

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I am always available to answer questions and comment on ideas you may have about your writing assignments. Please contact me anytime via email to discuss your progress if you are having difficulty.

All assignments should be completed and submitted on time. Please contact me if something is causing you to fall behind so that we can work out an extension schedule as soon as possible.

Specific guidance on grading:

Rubric for Forum Questions

	Exceeds (3)	Meets (2)	Emerging (1)	Poor or did not attempt (0)
<p>Initial response to discussion question:</p> <p>Demonstration of understanding</p>	Initial response demonstrates an understanding of the concepts presented in the lesson by providing evidence from firsthand experience AND references to the readings.	Initial response demonstrates an understanding of the concepts presented in the lesson by providing evidence either from firsthand experience OR references to the readings.	Initial response demonstrates an understanding of the concepts however does not provide evidence to support the ideas shared.	Does not post initial response or does not answer the question.
<p>Responses to others:</p> <p>Demonstration of understanding</p>	<p>Responses to others advance the learning by including least two of the following components:</p> <ul style="list-style-type: none"> • offering advice, • posing a question, • providing an alternative point-of-view, • acknowledging similar experiences 	<p>Responses to others advance the learning by including least one of the following components:</p> <ul style="list-style-type: none"> • offering advice, • posing a question, • providing an alternative point-of-view, • acknowledging similar experiences 	Responds to others but does not advance the learning in a substantive way.	Does not reply to others.
Grammar and	All responses are	All responses	All responses	There were no

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sentence structure	grammatically correct with no spelling or punctuation errors.	include no more than two unique grammatical, spelling, or punctuation errors.	include no more than four unique grammatical, spelling, or punctuation errors.	submissions OR the responses included five or more unique grammatical, spelling, or punctuation errors.
Following directions	The learner does more than is required as demonstrated by the total number of times responding to peers and the timing of the submissions.	All directions are followed, including responding to the assigned number of learners and responding on time.	The number of responses is fewer than required OR submissions are not completed on time.	There are no submissions OR there were fewer than the number required and the submissions were not completed on time.
Total points				

For Essays:

APUS Assignment Rubric, for Essays Lower Level U/G 300-400 Courses	EXEMPLA RY LEVEL 4 (A-/A, 90-100%)	ACCOMP LISHED LEVEL 3 (B-,B, B+, 80-89%)	DEVELOPI NG LEVEL 2 (C-,C, C+, 70-79%)	BEGINNING LEVEL 1 (D-,D, D+, 60-69%)	TOTAL POINTS
Focus/Thesis	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must	

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	Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	support the key focus of assignment.	of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	
Content/Sub ject Knowledge	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	

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		of subject matter knowledge.	requirements in this area.		
Critical Thinking Skills	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignments demonstrate the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	

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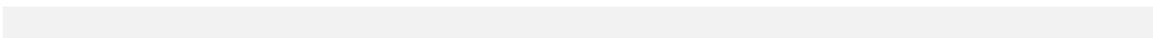
	presents a genuine intellectual development of ideas throughout assignment.				
Organization of Ideas/Format	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	

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	<p>research in a logical sequence. Student uses at least of 5-7 references in assignment.</p>				
<p>Writing Conventions (Grammar & Mechanics)</p>	<p>Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.</p>	<p>Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-</p>	<p>Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.</p>	<p>Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.</p>	

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		minimal requirements			
Use of Computer Technology/Applications	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	



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Your Forum response(s) will be 200-250 words. Once you have posted to the FORUM for that week, respond to one of your classmates with 125-word each response.

All assignments should be completed and submitted on time. Late assignments will have points deducted depending upon how late the assignment becomes.

IN YOUR POST, BE SURE AND CITE FROM OUR WEEKLY COURSE READINGS OFTEN IN MLA FORMAT TO SUPPORT YOUR ASSERTIONS. This rule also applies to your final exam essay questions. Please post them in the Forums section. You do not need to post anywhere else.

Your first two papers should be three to four pages of text. And your final paper should be five to seven pages of text. You should include in text citations and a Works Cited page.

[Table of Contents](#)

How to submit your assignments and find your feedback:

These rules apply only to essays—not to Forums.

Please upload your files into Assignments. Do not send them to me via email because they are likely to be lost.

Please put your name and the assignment name in the file name

Ex. JSmith_Essay1.

Once I have graded your work, you can find my feedback to you in your assignment folder.

To read my comments on your work, just go to your folder, which will look like the sample below, and click on the graded copy of the assignment. You are then given the option to open it or save it to your computer. I recommend that you save it and download it to your computer for future reference. If you have any questions, email me immediately. Don't wait until the semester is half over to start wondering where to find my comments and feedback on your assignments.

[Table of Contents](#)

Grading Scale

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Please see the [student handbook](#) to reference the University's [grading scale](#).

[Table of Contents](#)

General Course Outline

APUS policies regarding grading, withdrawals, and extensions are followed in this class, as in all AMU/APU classes. For information about these policies it is essential you review the Syllabus section of this classroom on the left hand side. In this section you will find reference to the

- Grading scale.
- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy

Please review these sections and their related policies. If you have questions please address them to me in the Forum (or related area for student questions and answers in your classroom.)

8 Week Course

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Hemingstein Lives! The Genesis of an Artist	Examine the author's life, events and influences that defined the man and his art.	<i>A Moveable Feast</i> Lectures / Multimedia on the Forum	Complete Forums: Introducing Yourself, Citing Literature, and FORUM 1: Hemingstein
2	The Writer's Life: 24 hours, 365 days, 62 years	Examine the author's life, events and influences that defined the man and his	Reynold's " A Brief Biography ." Lectures / Multimedia on the Forum	Complete FORUM 2: 24 Hours a Day for 60 Years

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		art.		
3	The Apprenticeship of the Writer: Lessons of a Cub Reporter, The Modern Smells of Museums I	Assess Hemingway's works within the context of world literature (Modernism, Naturalist, Realism, etc.).	Lectures /Multimedia on the Forum Lecture on Fenton	Submit <u>Critical Essay 1</u> Complete FORUM 3: Lessons of a Cub Reporter, He Smells of Museums
4	Emerging Techniques and Artistic Principles: The Iceberg Theory and The Fifth Dimension, The Modern Smells of Museums II	Deconstruct Hemingway's literary techniques in his best short stories and his Pulitzer-prize winning novel <i>The Old Man and the Sea</i> .	Lectures /Multimedia on the Forum Article by Carpenter <i>On Writing</i>	Complete FORUM 4: The Iceberg Theory and The Fifth Dimension
5	A Writer's Artistry: "Getting the Words Right"	Deconstruct Hemingway's literary techniques in his best short stories and his Pulitzer-prize winning novel <i>The Old Man and the Sea</i> .	From Complete Short Stories: "My Old Man" "Up in Michigan" "The Battler" "The Killers" "Fifty Grand" "The Short and Happy Life of Francis Macomber" Lectures /Multimedia on the Forum	Complete FORUM 5: Getting the Words Right

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6	Using Technique to Express Universal Themes: "Boiling it down rather than spreading it thin."	Interpret the themes intrinsic to Hemingway's works. Assess Hemingway's works within the context of world literature (Modernism, Naturalist, Realism, etc.).	From Complete Short Stories: "The Big Two Hearted River, Parts 1 and 2" "Hills like White Elephants" "Snows of Kilimanjaro" Lectures / Multimedia on the Forum	Submit <u>Critical Essay 2</u> Complete FORUM 6: Boiling it down rather than spreading it thin
7	The Masterpiece of a Mature Writer: "El Campeón" and the Sharks	Interpret the themes intrinsic to Hemingway's works.	<i>The Old Man and the Sea</i> Lectures /Multimedia on the Forum	Complete FORUM 7: "El Campeón" and the Sharks
8	Research and Course Review, "Eternity or Lack of it..." / "Got that Mice?"	Demonstrate one's comprehension and mastery of the course learning points through a multiple-choice and short essay exam.	Your research will dictate your reading Review of all course readings See Material Posted on the Forum	Prepare Research Paper Submit <u>Research Paper</u> Complete your <u>Final Exam</u>

[Table of Contents](#)

Policies

Please see the student handbook to reference all University policies. Quick links to frequently asked about policies are listed below.

Drop/Withdrawal Policy

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Plagiarism Policy
Extension Process and Policy

To make it very clear from the beginning of the course, I will tell you that **extensions** are only allowed in the following conditions:

1. 50 % completion policy You must have already completed 50% of the coursework.
2. It is student's responsibility to email teacher with progress and that assignments have been submitted. Since the class is over, I will not know that you have submitted them under assignments unless you email me.
3. If you submit all assignments submitted at one time on the last weekend of the extension or the last week of the course, I will not be able to accept them.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the

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Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

[Table of Contents](#)